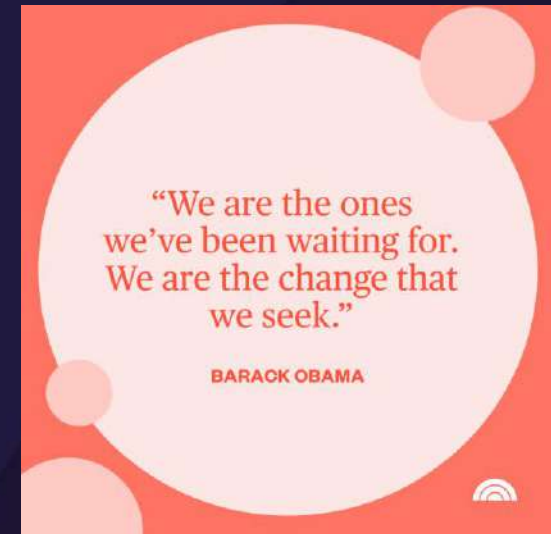
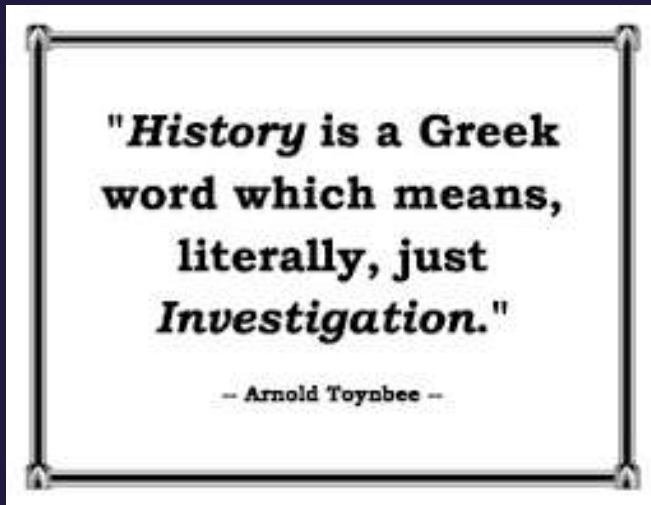




History Portfolio



This document is a work in progress and currently being developed further.



Curriculum overview:

Intent

The study of history at The Mease is designed to spark a child's curiosity about the past in Britain and the wider world by finding out how our country, culture and local community have developed over time. Children need to understand how the past influences the present and how learning history's past mistakes prevents future mistakes.

History enables children to develop a context for their growing sense of identity and where they belong. It develops a chronological framework for their knowledge of significant events and significant people whom they learn through studying history. This can shape their decisions for personal choices, attitudes and values.

The National Curriculum is taught by encouraging skills and knowledge progression. We intend to ensure that each child's skills and knowledge are built on year by year to maximise learning for all children. It is important that the children develop progressive skills of a 'historian' throughout their time at The Mease and do not just learn a series of facts about the past; learning how to carefully unpick evidence and discern how to read it is key. Pupils at our school will find evidence, evaluate it and be able to reach their own conclusion. They will also learn the necessary skills to use the evidence that they have uncovered to argue why they hold that point of view, a skill that will help them in their adult life.

Opportunities will exist for children of all ages to experience learning beyond the classroom. We believe that in order for them to enrich their knowledge, they need for example, to visit places they may not normally consider such as castles museums and Roman settlements. We also embrace history through experience days and allow the children to become fully immersed in a topic.

'The more you know about the past, the better prepared you are for the future.'
Theodore Rossevelt





Curriculum overview:

Implementation

At The Mease, History we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. History is taught in 3 blocks throughout the academic year and as such is taught once a week. We use progression 'Quick Quizzes' to ensure there is clear skills, knowledge and vocabulary progression throughout school.

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around at a particular period in history by having practical and experiential lessons where possible.

We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.

Teachers are provided with additional planning time each half term (in addition to their PPA) to plan their curriculum. As part of this planning process, teachers need to plan the following:

- In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines.
- In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally.
- In KS2, each year group studies aspects of local history, a British history topic and an ancient history topic.
- In order to support children in their ability to know more and remember more, there will be regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary.
- To support teaching, staff access a range of resources and planning including History Association and Grammarsaurus.
- Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.
- Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.

'The more you know about the past, the better prepared you are for the future'.
Theodore Roosevelt





Curriculum overview:

Impact

By the end of their primary education at The Mease, our children are able to articulate and demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of the United Kingdom and the wider world. Our children demonstrate a good understanding of human attitudes and experiences, historical enquiry, and are able to make links between historical events and the world in which they now live. Children's knowledge and skills develop progressively as they move through the school, enabling them to meet the requirements of the National Curriculum and to prepare them to become competent historians.

By the time children leave The Mease they will:

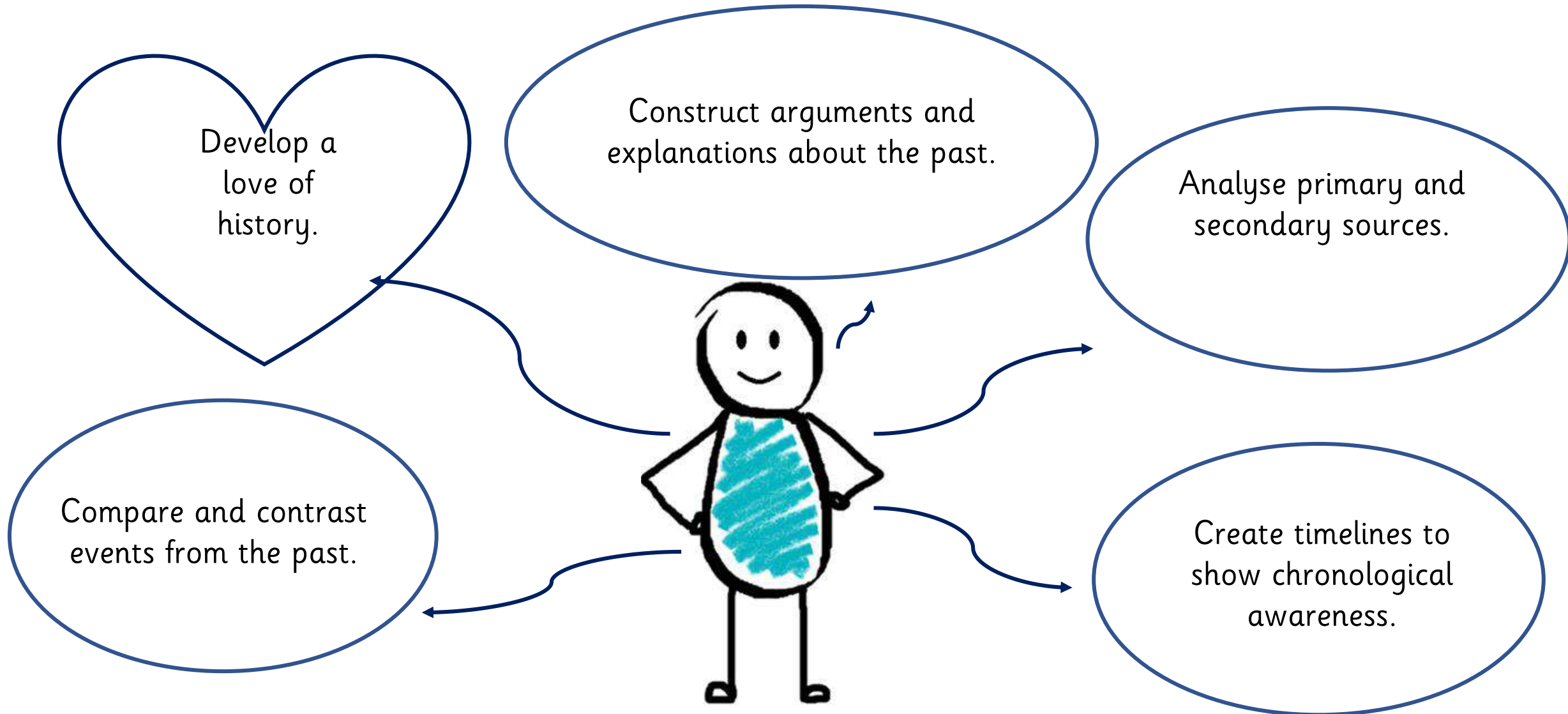
- Have an excellent knowledge of significant historical events.
- Have an excellent understanding of significant people and how their actions have impacted on the world as we know it today.
- Have an extensive base of historical knowledge and vocabulary.
- Be fluent in complex, historical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity about the world around us.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society through debates.

'The more you know about the past, the better prepared you are for the future.'
Theodore Rossevelt





What a successful Historian looks like:





SMSC and Global Citizenship:

	<u>Spiritual development:</u>	<u>Moral development:</u>	<u>Social development:</u>	<u>Cultural development</u>
Definition	Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues, offer reasoned views.	Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Examples of SMSC in History	Our History curriculum enables us to: • Foster the mystery of how and why events in the past happened and their many causes. • Help children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. • Allow pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.	Our History curriculum enables us to: • Encourage pupils to comment on moral questions and dilemmas from the past. • Help children to empathise with the decisions which ordinary people made at the time, based on their historical situation. • Develop open mindedness when considering the actions and decisions of people from the past	Our History curriculum enables us to: • Encourage pupils to think about what past societies have contributed to our culture today. • Promote pupils own social development through working together and problem solving. • Explore the study of social issues as a common theme in History lessons. • Explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'	Our History curriculum enables us to: • Develop a better understanding of our multicultural society through studying links between local, British, European and world history. • Gain an understanding of, and empathy with, people from different cultural backgrounds. • Examine how other cultures have had a major impact on the development of 'British' culture.



British Values

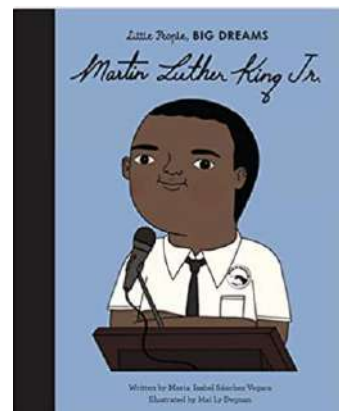
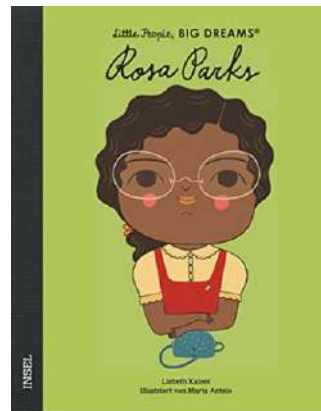
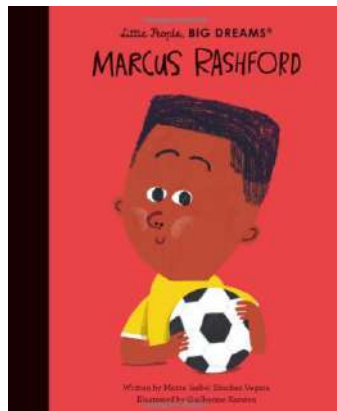
At The Mease, History offers one of many routes to teach instil British Values.

British values, including those of **democracy**, the **rule of law**, **individual liberty** and **mutual respect** and **tolerance of those with different faiths and beliefs** are embedded in the History curriculum.

Students explore issues such as democracy in a historical context and relate them to the modern day through studying periods such as Ancient Greece and Ancient Rome. This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (specifically in KS1), students develop an awareness of how these individuals have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups. We also look at periods of time where diversity was not valued and challenge this with a modern, well-informed outlook.





Equality & Diversity :



We celebrate annual events that represent our community's rich and diverse history. Black History Month, for example, provides us with the opportunity to celebrate the impact black people have had – and continue to have – on our modern lives.



By exploring our country's diverse history, such as the Windrush Generation, our children can begin to appreciate and understand our diverse present.

It's important that the research and work we provide our children with come from a range of sources and historians. We make sure that our teachers include the opinions and work from a diverse range of History experts.



By covering key time periods, such as WW2, children will be exposed to the idea that throughout history there have been marginalised and oppressed groups. It is important for our children to understand that, although we aim for equality in the modern day, this has not always been the case. History is a key driver in explaining this to our children.



Our curriculum helps students to understand that some past topics or time periods are still highly emotional and sensitive for some groups of people. It is our duty to ensure our children are respectful of this.



Supporting children with SEND:

To overcome any potential barriers in History, we offer a range of supports and scaffolds for children with SEND, including:

- when teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio- described film/video
- summarising ideas in pictures i.e talking through the Great Fire of London by using photographs to support understanding
- Written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, eg: Marcus Rashford's support for charity
- Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties. Symbols may need to be provided, for instance for artefacts from Victorian times.
- Using ICT such as word processors to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily.
- Each classroom has a visualiser to aid children with visual impairments which is used to examine artefacts.
- Support from peers and adults to encourage independent and group work.



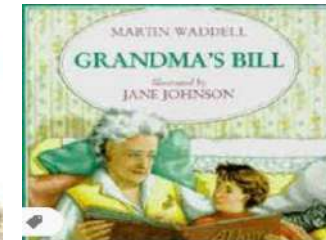
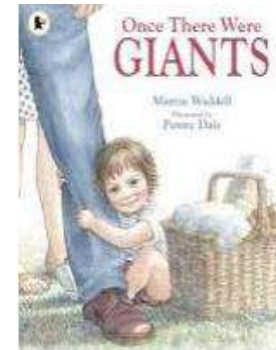
Examples of our History curriculum

Early Years

The children have lots of opportunities to be curious by having deliberate learning environments enhanced through continuous provision in the classroom for child led enquiry.



We love learning from those around us. Our grandparents joined us and brought with them some of the toys they used to play with!

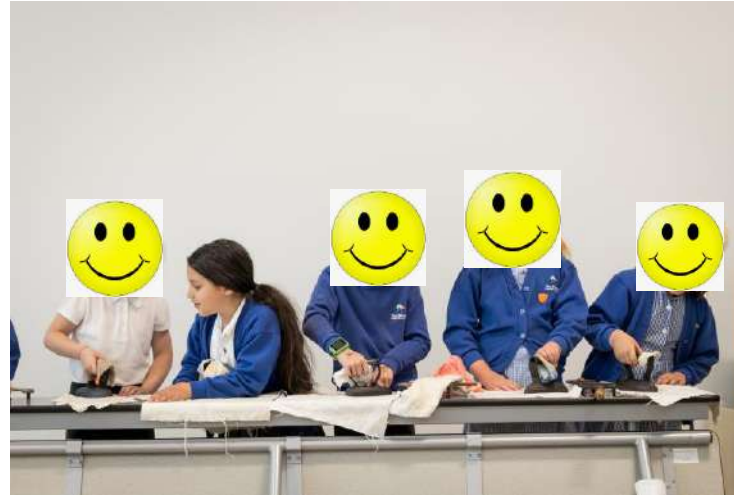


The children use Development Matters to support their understanding of the world around them and this is strengthened through key reading texts and simple class discussions.

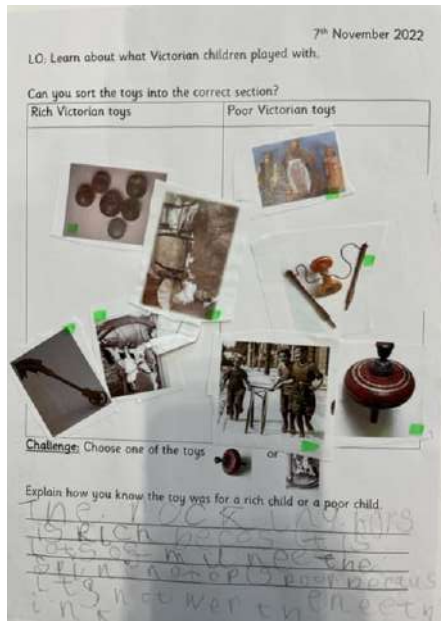
Examples of History in the classroom

KS1

In KS1 the children have also enjoyed experience days. In Year 2, we enjoyed our Florence Nightingale experience day. We learnt some great life skills that have been round for many years!



Here are our children enjoying their celebration of Kings and Queens!



During black history month today, Foxes learnt about Mary Seacole and how she was a significant figure. We learnt how she made herbal medicines to help sick soldiers and then we made some lemon and ginger tea.



We enjoyed using artefacts and pictures to find out about things from long ago.





Examples of our History curriculum



Our children love to work collaboratively when researching new topics to share ideas and build on enquiries.

KS2



In KS2 the children enjoy opportunities to be curious about what it was like to live in a different time and the clothes they wear.



We loved visiting Derby Museum and exploring the artefacts linked to our learning.



Developing our understanding of ancient history and how this has shaped the way that we live today.





Examples of Physical Literacy in our History curriculum

Our children loved going for a local walk to explore what is old and new in our community. We discovered that Wakelyn Hall was built in the 16th century!



There are lots of hands on learning experiences in history. The children loved dressing up as a Tudor for the day and experiencing role play. In Year 1 the children played with Victorian toys such as hoops, stacking blocks and ropes.



What our pupils say...



We have a history working wall where all of our learning is for that topic. In our class books, we can look back at all the other work we have done in history.

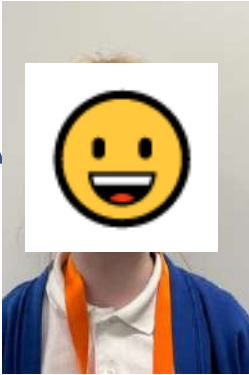


In the Foxes class we learnt about Mary Seacole who wanted to help soldiers. People tried to stop her because of her black skin.

History is about people and things from the past.



My favourite history topic was learning all about the Great Fire of London.



I liked learning about Marcus Rashford in Black History Month. He gave charity to people in need.



The Stone Age and Anglo Saxon times are in the past. This is history.



I like learning about things that happened a long time ago such as the Victorians.



Our knowledge organisers have important information about our history topic, vocabulary and pictures. We need to remember this learning.



I really making Anglo Saxon bread at home. In 'The Stone Age Boy' big write it was really fun because we got to research lots and write it down on special paper.



We will part of history in the future when we remember the Queen and the coronation of King Charles III.





How could I support my child at home?

We celebrate history through experience days to showcase our learning and have fun. Children learn so much more by getting more from being involved with the past, than just from writing about the past. Teachers always appreciate it when parents and grandparents offer to come in and talk to a class if they have a specific knowledge about a period of history for example, life before the internet (yes, this does now count as history!), the moon landings, or rationing.

Another way to help is to visit museums, historic houses and talk about the topics that they are doing. The children who love history are often the ones who have seen a love of the past in their parents. There are many free museums, especially in the bigger cities – we highly recommend a visit to Derby Museum. Use them as a resource and spend quality time sharing the past together.

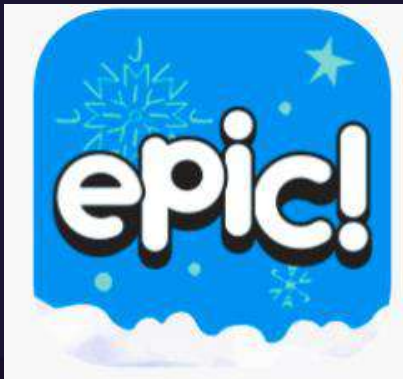
You could also watch age-appropriate history programmes on TV (Horrible Histories is great). In addition, there are some fantastic children's books based in the past. Whilst these are often fiction, there will be facts and figures in the books that children will remember. Some good examples include: anything by Caroline Lawrence (the Roman Mysteries), Goodnight Tom (WW2 and evacuation), Stig of the Dump (Clive King) and picture books or non-fiction books that you can share at bedtime.

Finally, if all else fails, embrace the Horrible Histories approach and go for the gross! Knowing about toilet etiquette in Roman times, that the Ancient Greek men did sports naked, or that the Ancient Egyptians used to hook the brains of dead people out through their nose before mummification will be enough to liven up any conversation about history!

Useful websites and Apps:



BBC Civilisations



CBBC Horrible Histories



Watch TV Show Full
Episodes & Specials



British Kings and Queens app



History in pictures

Websites:

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/history>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

<https://www.history-rocks.com>

<https://www.history.org.uk>